

Teacher Candidate	Aniqa Khan
Grade Level Subject	5 th grade- English Language Arts (Writing)
Expected Implementation date	Nov. 18

Lesson Background	
<p><u>Learning Goal/Objective</u> What will students be able to demonstrate? Write in your own words.</p>	<p>The students will write a brief personal story in which they will describe emotions and experiences vividly using sensory images, not words. At the end of the lesson, they will show the knowledge of sensory language and its power in increasing the engagement of the reader.</p> <p>Students will be in a position to conduct planned academic discussions using sensory words, elongate the thoughts of other students, and practice their stories orally before writing them.</p> <p>The annotating and chunking reading strategies will assist the learners to define meaning and the sense of significant features in a mentor text. Students will decode and apply academic vocabulary using sensory language (such as imagery, sensory detail) in oral and written responses.</p>
<p><u>Standards</u> Include # and text</p>	<p>CCSS.ELA-LITERACY.W.5.3: Write stories to build on real or imagined experiences or events with effective technique, description, and organizational sequence of events.</p> <p>CCSS.ELA-LITERACY.L.5.5: Knowledge of figurative language, word relationships, and word meaning nuances.</p> <p>DCPS Writing Standard 5.3.1: Use sensory and figurative language and write personal stories to share strong experiences and emotions.</p> <p>CCSS.ELA-LITERACY.SL.5.1: Participate successfully in various kinds of collaborative discussions (one-on-one, as a group, as a teacher) about grade 5 topics and texts, contributing to the ideas of others and articulating their own thoughts.</p> <p>CCR Reading Standard: CCSS.ELA-LITERACY.CCR.R.2 – Identify main ideas, or themes of a text, and discuss their development.</p> <p>CCR Language Standard: CCSS.ELA-LITERACY.CCR.L.6 – Gather and use correctly academic and domain specific terms.</p>
<p><u>Prior Skills/Content Knowledge</u> What do your students know? What can they do that you will build on?</p>	<p>The practice of descriptive writing and the use of adjectives have already been tried by students in earlier classes. They are conversant with the simple paragraph construction (topic sentence, supporting details, conclusion). The lesson builds on these in the form of narrative writing through sensory imagery.</p>
<p><u>IEP/504 Plans</u> Do you have students who require related accommodations? If so, please describe. Remember to</p>	<p>ASD Students: Use structured visuals and clear modeling. Provide consistent routines.</p> <p>Visually Impaired Student: Provide screen-reader-compatible digital materials, audio descriptions, and verbal instructions.</p> <p>ELLs: Provide bilingual glossaries, visuals, and sentence stems.</p> <p>Co-teaching Role: Special education teacher assists with modeling and provides differentiated scaffolds during group work.</p>

account for these learners in the differentiation of the lesson plan below

Instructional Materials Checklist	<ul style="list-style-type: none"> • “Five Senses in Writing” Infographic (teacher-created visual aid) • Graphic organizer worksheet • Sample narrative paragraph (mentor text) • Chromebooks with Google Docs • Vocabulary word bank, bilingual glossary, and sensory chart • Sentence stems for academic discussion (like, “I would like to add...”, “One strong sensory detail is...”) • Structured discussion protocol guide (Think–Pair–Share and Paraphrase Passport instructions) • Peer feedback accountable talk sentence frame sheet • Timer (for structured partner talk and verbal rehearsal intervals) • Mentor text, annotated reading guides, visual aids (images/diagrams), Frayer Model graphic organizers, and vocabulary support materials.
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Lesson Plan			Minutes
Warm-Up What steps will you implement to engage students’ interest? What will you include to connect to students’ prior skills or knowledge (see above) or students’ lives? If appropriate, tell your students what the lesson objectives are for this lesson.	Engage Capture students’ attention, activate students’ prior knowledge, connect to students’ lives.	Engage Key Codes: SI (Sensory integration), DI (Differentiated Instruction) Hook: Play a 30-second audio clip of a thunderstorm while projecting an image of rain on the board. Ask students: <ul style="list-style-type: none"> • “What do you hear?” • “What do you see or feel?” Record answers in a five-column chart (Sight, Sound, Smell, Taste, Touch). Relate to writing: Indicate that authors resort to sensory details to make the readers feel what they did. Pedagogical Principle: Activation of sensory input helps to connect previous knowledge and enhance the attentiveness of the student (Burden and Byrd 62). Differentiation: <ul style="list-style-type: none"> • ASD students are provided with a printed version of the chart in order to have predictability. • The five senses are labeled in bilingual by ELLs (“vista,” “oído,” “嗅觉”). • A blind student listens to sounds and makes contributions. Think–Pair–Share Learners will pair up and explain the thunderstorm by using at least two senses verbally in the presence of a partner and then presenting to the entire class. The partners should extend the ideas of each other with the help of sentence structures like I agree with.... because I also found out... or “I would like to add...”	(10 minutes)

Commented [AK1]: I have adopted the strategy since each student is given a chance to process sensory input verbally then discuss it with the entire classroom. In the thunderstorm hook, the students are drawing on the previous knowledge and relating the sensory inputs to writing. Think-Pair-Share enables the students to practice their thinking in a low-stake environment that boosts the levels of participation and confidence. The advantages of the approach are that it enhances understanding, interaction, and promotes language growth, particularly in ELLs who will enjoy the advantages of having guided speaking practice. Studies indicate that peer discussion in the structured form enhances oral communication and understanding as students can clarify and refine their thoughts before sharing with the audience (Chen et al. 3394).

<p>Step-by-Step Procedures</p> <p>Explicit enough for a substitute to follow. Bold the following important aspects of the procedures that must be included (see rubric for related performance levels):</p>	<p>Explore Guided inquiry of sources to investigate the answer to question(s).</p>	<p>Explore Key Codes: GI (Guided Inquiry), FA (Formative Assessment) Distribute a mentor text—one paragraph from a short personal narrative (e.g., “My First Soccer Game”).</p> <ul style="list-style-type: none"> Students work in pairs to highlight sensory words (blue for sight, yellow for sound, green for touch). <p>Then, distribute the “Five Senses in Writing” infographic and the graphic organizer. Students brainstorm a memorable experience (e.g., birthday, trip, celebration) and fill in details under each sense.</p> <p>Sheltering Strategy: Visual Supports Images and visual examples will be used by the teacher to show sensory language and emphasize descriptive writing.</p> <p>Formative Check: Teacher circulates and prompts with questions such as, “What did you see first?” or “What sounds made that memory special?”</p> <p>Research-based Strategy: Visual scaffolding and guided inquiry would encourage student autonomy and facilitate a wide range of learning styles (Burden and Byrd 88).</p> <p>Accessibility Notes:</p> <ul style="list-style-type: none"> Chromebook users type directly into the digital organizer. <p>Structured Partner Dialogue Partners will describe verbally why each of the highlighted words should be considered sensory language and what sense it is. Every student has to summarize the explanation made by his or her partner and put something new into it (Paraphrase Passport protocol).</p> <p>Reading Strategy : Chunking the Text. The teacher will split the mentor text into small parts to make reading simpler and will instruct students to read each part one by one.</p> <p>Reading Strategy: Guided Annotation When reading the mentor text, students will mark senses, italicize descriptive phrases, and indicate new words.</p>	<p>(20 minutes)</p>
<p>prompts for effortful thinking</p>		<ul style="list-style-type: none"> Co-teacher assists ELLs with vocabulary. The visually impaired student uses text-to-speech and oral brainstorming. 	

Commented [u2]: I used visual aids to assist in more concrete abstract concepts, such as sensory language. Students can understand the meaning of the words with ease by associating pictures with the words that have been described. It is especially useful with the English Language Learners, who have another avenue to understanding other than text. Visual aids can eliminate language barriers and assist the students in linking vocabulary to meaning. Content area literacy is complex and entails representation in various forms, such as visual aids that facilitate comprehension (Gillis et al. 13).

Commented [AK3]: I selected structured partner dialogue and paraphrasing since they encourage active listening and responsible talk in the process of analyzing mentor texts. By elaborating on why a word is a sensory language and rephrasing the reasoning of their partner, students can process their thoughts at a higher level. The advantages of the strategy are that it builds academic vocabulary, supports the understanding of sensory images, and promotes collaborative meaning-making. Effective dialogue facilitates literacy growth since students get to construct meaning together in guided conversation and contemplation (Girbés-Peco et al. 229).

Commented [u4]: I chose this strategy to assist students when they use the mentor text and divide it into smaller, manageable parts. The lesson involves students identifying a sensory language; therefore, chunking enables them to concentrate at a time on one element of description instead of being overwhelmed by the passage. It is particularly helpful among poor readers and ELLs, as it makes the process of reading less cognitive and enhances the comprehension process. When the text is displayed in small portions, students can find details more easily and recognize imagery. Studies indicate that understanding is enhanced when students are instructed to read text through systematic strategies and facilitated teaching (Gillis et al. 150).

Commented [u5]: I selected guided annotation since it will motivate students to engage with the mentor text and not to passively read the text. In this lesson, students identify sensory language, and thus, annotation will enable them to mark descriptive words and examine the formation of an image. The advantage of this strategy is that it helps students enhance their skills in pointing out important details and underpin further understanding. It also encourages critical thinking by making students actively create sense in the text. Strategies like questioning, organizing, and engaging with text are ways for an active reader to understand (Gillis et al. 6).

<p>varied examples and non-examples</p> <p>formative checks for understanding</p>	<p>Explain <i>Clarify understanding through reading/discussion.</i></p>	<p>Explain Key Codes: M (Modeling), TA (Think Aloud) <i>Mini-Lesson:</i> Write two sentences on the board:</p> <ul style="list-style-type: none"> • <i>Telling:</i> "I was scared." • <i>Showing:</i> "My hands trembled as a cold wind brushed my neck." <p>Ask: "Which helps you imagine it better?"</p> <p>Model the transformation process by rewriting a few "telling" sentences with sensory details. Encourage students to share ideas.</p> <p>Pedagogical Principle: Modeling and verbal think-alouds make abstract cognitive processes visible to learners (Burden and Byrd 112).</p> <p><i>Differentiation:</i></p> <ul style="list-style-type: none"> • Provide sentence stems for ELLs ("I felt ___ when ___"). • Provide visual color coding for students with ASD. • Offer audio replay of examples for the visually impaired learner. <p>Sheltering Strategy: Teacher Modeling The teacher will show clearly the identification of sensory language in the text and how to use the same when rewriting sentences.</p>	<p>(25 minutes)</p>
	<p>Elaborate <i>Students apply new knowledge or skills, extending their understanding in student-centered task.</i></p>	<p>Elaborate Key Codes: RA (Research- Based Approach), CRP (Culturally Responsive Pedagogy), DI (Differentiated Instruction) Students draft a one-paragraph personal narrative using their organizer. They must include:</p> <ul style="list-style-type: none"> • At least three sensory details • A clear event sequence (beginning, middle, end) • A reflective sentence about how the event made them feel <p>Students write on Google Docs, enabling the co-teacher to give real-time comments.</p> <p>Vocabulary Strategy: Frayer Model A Frayer Model graphic organizer will be utilized to define the important vocabulary (such as imagery, sensory detail), give examples, and use the words in context.</p> <p>Research-based Strategy: Process writing with immediate formative feedback supports autonomy and mastery (Burden and Byrd 173).</p> <p><i>Differentiation:</i></p> <ul style="list-style-type: none"> • ELLs may use voice typing for fluency. • Students with ASD receive a visual "writing checklist." • The visually impaired student dictates to a speech-to-text program. <p><i>Culturally Responsive Element:</i> Encourage students to write about a memory that reflects their family or cultural background (e.g., a holiday, tradition, or community event). The practice affirms student identity and validates diverse experiences in academic spaces (Burden and Byrd 259).</p> <p>Verbal Rehearsal Before Writing Pupils will tell their partner one compliment and one piece of advice</p>	<p>(30 minutes)</p>

Commented [u6]: I chose to model a teacher to establish a clear example to students of how to analyze sensory language and how to use it in their own writing. This is a step-by-step process that will provide the students with a better notion of what they can expect or how they should approach the task. It is especially applicable to students who need additional support, since it makes the learning process easier and will give them confidence. Another important aspect of direct instruction is modeling, during which students are taught to perform something by watching the teacher perform that action (Gillis et al. 151).

Commented [u7]: I selected the Frayer Model to assist students in learning major scholarly words concerning sensory language. This plan promotes the definition, description, and application of vocabulary instead of memorizing definitions. In this lesson, the students are able to internalize the terms that they are about to put into use in writing, like imagery and sensory detail. The advantage is that the students gain a better vocabulary, which enhances understanding and written communication. Vocabulary teaching must be based on conceptual comprehension and meaningful application, and the Frayer Model is a useful tool in acquiring conceptual knowledge (Gillis et al. 196).

Commented [AK8]: I chose verbal rehearsal preceding drafting since oral language development aids in written language production. By letting students orally rehearse their story, students will organize their thoughts, hone sensory information, and become clearer before they write. The strategy is useful because it causes students to think less when drafting their work and helps multilingual students who might be allowed to think in spoken English and then write in English. Oral rehearsal also encourages confidence and expression of language skills, which are precursors to the development of literacy (Weadman et al. 1335).

		verbally with the help of academic language stems: One powerful sensory detail I have noticed was... and "One thing you might add more imagery is..."	
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	<p>Evaluate Check for understanding, metacognition, answer the compelling question, supporting question(s).</p>	<p>Evaluate Key Codes: PF (Peer Feedback), FA (Formative Assessment) <i>Peer Review</i> Students exchange narratives and complete a checklist:</p> <ul style="list-style-type: none"> • Does this paragraph help you imagine the scene? • Can you identify at least three senses? • What emotion did the story convey? <p>After feedback, students revise one sentence for stronger imagery. <i>Assessment Tools:</i></p> <ul style="list-style-type: none"> • Peer feedback checklist (formative) • Teacher rubric (summative) measuring: <ol style="list-style-type: none"> 1. Use of sensory language (30%) 2. Clear event sequence (30%) 3. Emotional attachment / innovation (20%) 4. Grammar and conventions (20%) <p><i>Pedagogical Principle:</i> Peer feedback develops metacognition and group learning (Burden and Byrd 204). Accountable Talk Feedback Conference Students will verbally share one praise and one suggestion with their partner using academic language stems: "One strong sensory detail I noticed was..." and "One place you could add more imagery is..."</p>	<p>(15 minutes)</p>
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Commented [AK9]: To make sure that the feedback is organized, meaningful and with an academic focus, I selected accountable talk during peer review. By verbally giving one compliment and one recommendation with sentences as a template, students engage in constructive academic dialogue and thought. The approach is helpful because it prepares students through communication skills, metacognition, and cooperative learning behaviors. Formal conversation promotes greater exposure to the writing of peers and facilitates understanding by discussion and clarification (Steenkamp and Brink 1).

<p>Closure How will you and/or your students restate the learning objectives? How will you and/or your students summarize new learning?</p>	<p>Closure Read the purpose aloud: Sensory details are used by the writers to make the readers experience the story. Ask the volunteers to write one vivid sentence. The teacher restates the learning goal and previews the next lesson, which is on how to add dialogue in narratives.</p>	<p>(10 minutes)</p>
<p>Assessment How will you collect evidence of your students' ability to meet the learning objective? Is this formative or summative?</p>	<p><i>Formative Assessments:</i></p> <ul style="list-style-type: none"> Brainstorming teacher observation. Peer feedback checklist Exit slip ("One way sensory details improve writing is...") <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> Rubric-graded personal narrative paragraph that has been completed. Submission of portfolio online, using Google Classroom. <p>The concept of differentiation will guarantee equal access and respect the needs of different strengths and learning profiles (Burden and Byrd 137).</p>	
<p>Evaluation Criteria What evidence of student learning are you analyzing? Be sure your assessment has clear evaluation criteria that will allow you to differentiate</p>	<p>A combination of formative and summative learning evidence will be assessed.</p> <p><i>Formative Assessments:</i> Brainstorming and writing observation, completion of the graphic organizer, and peer feedback by using the sensory checklist.</p> <p><i>Summative Assessment:</i> A personal narrative paragraph was evaluated using a four-part rubric that evaluated (1) at least three senses used, (2) coherence of the narrative, (3) creativity and emotional response, and (4) proper grammar and conventions. These standards can be differentiated by performance: advanced students should be able to combine figurative language and complicated patterns of sentences, while new writers use clear descriptive</p>	
<p>students' performance levels</p>	<p>language and accurate sentences. The evidence of mastery of the learning objective is teacher feedback and student self-reflection (Burden and Byrd 204).</p>	
<p>Differentiation How have you considered all of your students' learning needs in this plan? Be specific about accommodations for students with IEPs/504 Plans and MLs/ELLs.</p>	<p>Differentiation is embedded throughout the lesson to ensure equitable access.</p> <p><i>Students with ASD:</i></p> <ul style="list-style-type: none"> Get a visual timetable, instructions that are coded by colors, and routine activities. <p><i>Visually Impaired Student:</i></p> <ul style="list-style-type: none"> Utilizes screen-reader materials, sound prompts, and verbal modeling. <p><i>ELLs:</i></p> <ul style="list-style-type: none"> Bilingual glossaries, sentence stems, images, and language partners to get peer support in vocabulary and writing. <p><i>Advanced Learners:</i></p> <ul style="list-style-type: none"> Proposed to use figurative language (similes/metaphors), long narrative structure. <p>These supports are consistent with the principles of diversity-responsive instruction, which fosters inclusion and engagement at levels of readiness and language (Burden and Byrd 137).</p> <ul style="list-style-type: none"> ELLs: Sentence stems, verbal rehearsal and structured partner talk support. Students with ASD: Structured, timed discussions. Visually Impaired students: Oral rehearsal and verbal feedback. Advanced learners: Extended, enriched dialogue. Chunked texts support differentiation to help struggling readers 	

	<ul style="list-style-type: none"> • Provide visual aids to support comprehension among ELLs and offer modeling on the part of the teacher to provide a clear direction. • Vocabulary scaffolds like the Frayer Model help students to build academic words, and more advanced students build their vocabulary by using descriptive techniques on their own in writing assignments.
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Planning Considerations Be prepared to explain to your University Coach how you intentionally planned for these essential aspects of effective teaching		Candidate Notes
Student Assets	How are you personalizing the lesson and making connections to your students' lived experiences/knowledge?	Students bring multicultural experiences that enrich storytelling. Encouraging them to draw from home traditions or community celebrations increases engagement and self-expression.
Instructional Strategies	What research-based instructional strategies are included in the plan? Why did you select these for your students?	<p><i>Modeling and Think-Alouds:</i></p> <ul style="list-style-type: none"> • Support metacognitive development. <p><i>Guided Inquiry</i></p> <ul style="list-style-type: none"> • Promotes self-directed learning. <p><i>Collaborative Peer Review</i></p> <ul style="list-style-type: none"> • Builds communication skills. <p><i>Culturally Sustaining Pedagogy</i></p> <ul style="list-style-type: none"> • Validates student identity through content. <p>Effective instruction blends clarity, engagement, and responsive differentiation (Burden and Byrd 246).</p> <ul style="list-style-type: none"> • Think–Pair–Share: Verbal processing of sensory experiences before whole-class discussion. • Paraphrase Passport: Structured dialogue to build listening and vocabulary. • Verbal Rehearsal: Oral practice before drafting to support organization and development. • Accountable Talk: Guided peer feedback using sentence stems. • Integrated Speaking & Listening: Strengthens oral and written literacy skills. • Reading Strategy: Text Chunking.

		<p>The mentor text will be broken into smaller parts with the purpose of making students focus on finding the sensory language and key details without getting overwhelmed.</p> <ul style="list-style-type: none"> • Reading Strategy: Guided Annotation During the work with the mentor text, students will point out sensory information, underline descriptions, and mention important points. • Sheltering Strategy: Visual Supports. Sensory language will be illustrated with the help of images and visual examples to help learners understand it, particularly English Language Learners. • Sheltering Strategy: Teacher Modeling. The teacher will clearly show how to process sensory language and turn the sentences of telling into the ones of showing. • Vocabulary Strategy: Frayer Model. Learners will describe major words, name features, give examples, and use them in context with the help of a graded graphic organizer.
<p>Culturally Responsive Pedagogy</p>	<p>How is your planned instruction culturally responsive? Did you review your materials with an antiracist lens?</p>	<p>The stories of students are mirrors and windows, mirrors of their own experiences and windows to the culture of other people. The instructor makes sure that every subject is honored and promotes writing-to-lived world relationships with students.</p>

Works Cited

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